

2003-2004 TCAP-ALT SCORING RUBRIC TUTORIAL

Student Name: _____
 School District: _____

DOB: _____
 School: _____

Check all components present:

(Note: These required components need to be verified only once for the entire portfolio. If an item is missing, put X in the blank.)

- ☐ Table of Contents
☐ Mode of Communication
☐ Student schedule, with evidence of use
☐ Portfolio validation signature page

SCORING DIMENSIONS	1 Point	2 Points	3 Points	4 Points	5 Points	TOTAL POINTS PER ENTRY
CONTEXT	Neither targeted skill nor single activity is age appropriate or functional.	One targeted skill with no standards based activity is evident.	Progress on one targeted skill within the context of one standards based activity is evident. The activity is both age appropriate and functional.	Progress on one targeted skill within the context of two standards based activities is evident. Both activities are age appropriate and functional.	Progress on one targeted skill within the context of three standards based activities is evident. All activities are age appropriate and functional.	<u>Eng.</u> <u>Math</u> <u>Sci.</u> <u>Soc. St.</u>

Skill was documented using (Check all that apply.)

E M S SS

- ☐ ☐ ☐ ☐ Teacher instructional data (e.g., PME sheets, task analysis data)
☐ ☐ ☐ ☐ Student work samples
☐ ☐ ☐ ☐ Photographs
☐ ☐ ☐ ☐ Other _____

List activities evidenced in each content area:

E. _____
 M. _____
 S. _____
 SS. _____

If more space is needed, use the back of this sheet.

SCORING DIMENSIONS	1 Point	2 Points	3 Points	4 Points	5 Points	TOTAL POINTS PER ENTRY
CHOICE	Little or no opportunity for choice-making within or among activities	Chooses within or among all activities.	Chooses within or among all activities, plans, and either monitors or evaluates own performance.	Chooses within or among all activities, plans, monitors, and evaluates own performance	Chooses within or among all activities, plans, monitors, evaluates, and makes adjustments to performance based upon monitoring and evaluation.	<u>Eng.</u> <u>Math</u> <u>Sci.</u> <u>Soc. St.</u>

Skill was documented using (Check all that apply.)

E M S SS

- ☐ ☐ ☐ ☐ Teacher instructional data (e.g., PME sheets, task analysis data)
☐ ☐ ☐ ☐ Student work samples
☐ ☐ ☐ ☐ Photographs
☐ ☐ ☐ ☐ Other _____

Evidence was provided to show: (Check all that apply.)

E M S SS

- ☐ ☐ ☐ ☐ Choices in all activities
☐ ☐ ☐ ☐ Monitoring/Evaluating
☐ ☐ ☐ ☐ Planning
☐ ☐ ☐ ☐ Using monitoring/evaluation to adjust

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SCORING DIMENSIONS	1 Point	2 Points	3 Points	4 Points	5 Points	TOTAL POINTS PER ENTRY
SUPPORTS	Support is only teacher directed with appropriate adaptations.	Support is a combination of teacher or peer tutor/tutee with appropriate adaptations.	Natural support is evidenced in only 1 activity with appropriate adaptations.	Natural support is evidenced in at least 2 activities with appropriate adaptations.	Natural support is evidenced in 3 or more activities with appropriate adaptations throughout portfolio.	<u>Eng.</u> <u>Math</u> <u>Sci.</u> <u>Soc. St.</u>

E M S SS

- ☐ ☐ ☐ ☐ Teacher instructional data (e.g., PME sheets, task analysis data)
☐ ☐ ☐ ☐ Student work samples
☐ ☐ ☐ ☐ Photographs
☐ ☐ ☐ ☐ Other _____

E M S SS

- ☐ ☐ ☐ ☐ only 1 data point
☐ ☐ ☐ ☐ both data points

SCORING DIMENSIONS	1 Point	2 Points	3 Points	4 Points	5 Points	TOTAL POINTS PER ENTRY
SETTINGS	Targeted skill instruction occurs only in segregated settings.	Targeted skill instruction occurs within multiple settings, 1 of which is an inclusive setting.	Targeted skill instruction occurs within multiple settings, 2 of which are inclusive settings.	Targeted skill instruction occurs within multiple settings, 3 of which are inclusive settings.	Targeted skill instruction occurs within multiple settings, 4 of which are inclusive settings.	<u>Eng.</u> <u>Math</u> <u>Sci.</u> <u>Soc. St.</u>

Skill was documented using (Check all that apply.)

E M S SS

- ☐ ☐ ☐ ☐ Teacher instructional data (e.g., PME sheets, task analysis data)
☐ ☐ ☐ ☐ Student work samples
☐ ☐ ☐ ☐ Photographs
☐ ☐ ☐ ☐ Other _____

List inclusive settings evidenced in each content area:

E. _____
 M. _____
 S. _____
 SS. _____

If more space is needed, use the back of this sheet.

SCORING DIMENSIONS	1 Point	2 Points	3 Points	4 Points	5 Points	TOTAL POINTS PER ENTRY
PEER INTERACTIONS	Student social interactions with nondisabled peers are not evidenced.	Student social interactions with nondisabled peers are limited or unclear.	Student has social interactions with nondisabled peers that are clearly evidenced in 1 data point.	Student has social interactions with nondisabled peers that are clearly evidenced in 2 data points.	Student has social interactions with nondisabled peers that are clearly evidenced in 2 data points.	<u>Eng.</u> <u>Math</u> <u>Sci.</u> <u>Soc. St.</u>

Skill was documented using (Check all that apply.)

E M S SS

- ☐ ☐ ☐ ☐ Teacher instructional data (e.g., PME sheets, task analysis data)
☐ ☐ ☐ ☐ Student work samples
☐ ☐ ☐ ☐ Photographs
☐ ☐ ☐ ☐ Other _____